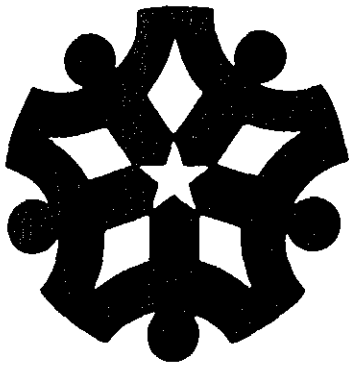


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# Programs for the Handicapped

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CLEARINGHOUSE ON THE HANDICAPPED

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## **HIGHLIGHTS**

**Federal Assistance for Programs  
Serving the Handicapped**

**Fenderson Sworn in as NIHR Director**

**New National Council Holds First Meeting**

**Meeting the Needs of  
Handicapped Delinquent Youth**

**SSA Publishes Major Work Disability Survey**

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Department of Education • Office of Special Education and Rehabilitative Services

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Office of Information and Resources for the Handicapped • Washington, D.C. 20202

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# Federal Assistance for Programs Serving the Handicapped

On December 20, 1982, a continuing resolution was approved by the President to provide funding for the administering offices and programs of the Departments of Education and Health and Human Services. Most of the major programs affecting handicapped individuals are administered by these two Departments. House Joint Resolution 631 provides funding for the remainder of fiscal year 1983 (through September 30, 1983).

The major programs serving handicapped persons are listed below under their titles and the OMB catalog number from the *Catalog of Federal Domestic Assistance*. Included are the fiscal year 1982 actual appropriations and the 1983 estimate from H.J. Res. 631, a brief description of each program with the applicant eligibility, and an address and telephone number for further information.

## Categorically Funded Programs

### Education for the Handicapped Programs:

Mail inquiries about these programs should be addressed, with the program title and division, to: Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. The Division and the telephone numbers are provided for each program under *Contact*.

**84.027—Handicapped Preschool and School Programs** (Part B, Education of the Handicapped Act). (See also Preschool Incentive Grants below.)

**Purpose:** To provide grants to states to assist them in providing a free appropriate education to all handicapped children.

**Applicant eligibility:** State education agencies, which must submit an annual program plan which meets the conditions of Sections 612 and 613 of Public Law 94-142, and describes the purpose and activities for which funds under this Act will be expended during the fiscal year. Local education agencies apply to their state education agency for funds.

**Appropriations:** FY 1982, \$931,008,000; FY 1983 estimate, \$970,000,000.

**Contact:** Division of Assistance to States, (202) 245-9405.

**84.027—Preschool Incentive Grants** (Part B, Section 619, Education of the Handicapped Act).

**Purpose:** To stimulate state and local education agencies to expand educational services to handicapped preschool children, aged 3-5, thereby increasing their opportunities to benefit from early education intervention.

**Applicant eligibility:** State education agencies must submit an application which meets the requirements of Section 619 of P.L. 94-142 and have an approved program plan under Section 611. Local education agencies apply to their state agencies for funds.

**Appropriations:** FY 1982, \$24,000,000; FY 1983 estimate, \$25,000,000.

**Contact:** Division of Assistance to States, (202) 245-9836.

**84.025—Handicapped Innovative Programs—Deaf-Blind Centers** (Centers and Services for Deaf-Blind Children).

**Purpose:** To establish model single state and multi-state centers to provide all deaf-blind children the following: 1) comprehensive diagnostic and evaluative services; 2) a program for their education, adjustment, and orientation, and 3) effective consultative services for their parents, teachers, and others involved in their welfare.

**Applicant eligibility:** Public or private nonprofit agencies, organizations, or institutions. A grant or contract shall be made only if the Assistant Secretary of the Office of Special Education and Rehabilitative Services determines that there is satisfactory assurance that the center will provide such services as stated in Public Law 91-230, Part C, Section 622(d)(A,B,C), Title VI, Education of the Handicapped Act.

**Appropriations:** FY 1982, \$15,360,000, FY 1983 estimate, \$15,360,000.

**Contact:** Division of Innovation and Development, (202) 472-7993.

**84.086—Innovative Programs for Severely Handicapped Children** (Programs for Severely Handicapped Children and Youth).

**Purpose:** To improve and expand innovative educational/training services for severely handicapped children and youth; and improve the acceptance of such people by the general public, professionals, and possible employers.

**Applicant eligibility:** Public and nonprofit private agencies, organizations, or institutions, including state departments of special education, intermediate or local educational agencies, institutions of higher learning, professional organizations and volunteer associations.

**Appropriations:** FY 1982, \$2,880,000; FY 1983 estimate, \$2,880,000.

**Contact:** Division of Innovation and Development, (202) 472-7993.

**84.024—Handicapped Early Childhood Assistance** (Early Education Program).

**Purpose:** To support experimental demonstration, outreach and state implementation of preschool and early childhood projects for handicapped children.

**Applicant eligibility:** Public agencies and private nonprofit organizations.

**Appropriations:** FY 1982, \$16,800,000; FY 1983 estimates, \$16,800,000.

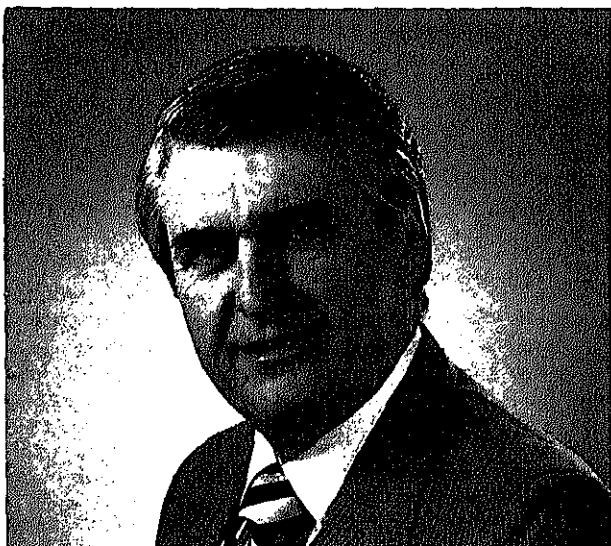
**Contact:** Division of Innovation and Development, (202) 245-9405.

**84.078—Regional Education Programs for Deaf and Other Handicapped Persons** (Regional Education Programs).

**Purpose:** To develop and operate specially designed or modified

(See Programs, page 9)

# Fenderson Sworn In As Director of NIHR



*Dr. Douglas A. Fenderson, new director of the National Institute of Handicapped Research.*

Douglas A. Fenderson was sworn in January 21 by Secretary of Education T. H. Bell as Director of the National Institute of Handicapped Research (NIHR) following his nomination by President Reagan and confirmation by the U.S. Senate.

As Director of the Institute, Dr. Fenderson will oversee a current budget of \$30 million for the research, training, and development of technological devices and equipment to improve the lives of handicapped persons, especially the severely disabled.

For the past 10 years Dr. Fenderson has been serving as Director of the Office of Continuing Medical Education at the University of Minnesota's Medical School. At the same time he has been a professor at the university's School of Public Health, and since 1977, a scientist at the school's Center for Health Services Research. Dr. Fenderson has also been Executive Secretary of the Clinical Fellows Program at the Bush Foundation, St. Paul, Minnesota. His chief concern has been setting up a medical mid-career fellowship program of physicians in rural areas.

Before his tenure at the University of Minnesota, Dr. Fenderson was Director of Special Programs in 1972-73 at the National Institutes of Health's Bureau of Health Manpower Education. From 1969 to 1971 he served as a Branch Chief at the Center for Health Services Research.

Dr. Fenderson has had extensive experience in the field of rehabilitation, one of the primary concerns of the NIHR. He served as Education Director of the American Rehabilitation Foundation from 1966-1969; Chief of Rehabilitation Services for the Minnesota Division of Vocational Rehabilitation from 1958 to 1963; and Director

of Vocational Services of Sister Kenny Institute in Minneapolis from 1955 to 1958.

Dr. Fenderson pursued his education at the University of Minnesota, where he received a bachelor of science degree in industrial education and mathematics in 1952, and master's and doctorate degrees in psychology in 1956 and 1966, respectively.

A member and consultant on some 50 committees and task forces related to rehabilitation and medical education, Dr. Fenderson has also held various positions with State and national rehabilitation associations. He has also published nearly 50 articles on the subject.

Dr. Fenderson, 53, is a native of Streeter, North Dakota. He is married to the former Joyce Hansen and they have four children.

## Orphan Drug Bill Signed Into Law

After clearing both houses of Congress unanimously, the Orphan Drug Act was signed into law by President Reagan on January 4, 1983. The bill provides incentives in the form of tax credits to pharmaceutical companies that develop drugs for treating rare diseases.

In signing the bill, the President remarked that in spite of leading the world in the development of new drugs over the past century and saving millions of lives in the process, no drugs had been developed for relatively rare diseases such as cystic fibrosis, Wilson's disease, myoclonus, Tourette's syndrome, and certain neuromuscular disorders and cardiac arrhythmias.

"The cost of discovering and developing a new drug is often staggering," the President explained. "By definition, an orphan drug is one that treats a disease that affects 200,000 or fewer individuals—and, from an economic perspective, groups that small do not now justify the kind of research expenditures that companies must make.

"The bill that I am signing today helps to cure that problem and consequently, we hope, some of the diseases as well," he said.

Specifically, the bill provides an elective nonrefundable income tax credit of 50 percent of "qualified clinical testing expenses" which are necessary in obtaining the approval by the Food and Drug Administration for the commercial sale of a drug for a rare disease.

The Federal subsidies have been estimated at \$75 million over the next five years for firms that produce drugs to treat some 2,000 diseases.

The President also pointed out that the Department of Health and Human Services established an Orphan Products Board in March 1982, with membership and functions similar to those in the bill.

"This bill will enhance the steps we have already taken to encourage the development of orphan drugs and

proper role of government in helping meet legitimate needs in those cases where the free market alone can't do the job . . . . . I only wish that with the stroke of this pen I could also decree that the pain and heartache of people who suffer from these diseases would cease."

## New National Council Holds First Meeting, Sets Priorities

The reform of the Social Security Disabilities Program headed the list of issues taken up by the newly appointed members of the National Council on the Handicapped at their first meeting, December 13-15, in Alexandria, VA.

On the issue of the new Federal review process of Social Security Disability Insurance claims, Council Chairman Joe S. Dusenbury said, "Disabled persons have expressed great concern about the termination of benefits during the appeal process following an unfavorable termination. The Council expects to work in every way possible to safeguard the opportunities of disabled people in this nation."

Dusenbury, who is the Commissioner of the South Carolina Vocational Rehabilitation Department, designated a committee of Council members to confer with representatives of the disabled population and agencies concerned with disability benefits, and incorporate their comments into recommendations to be considered by the full Council.

The Council is made up of 14 representatives of the handicapped field, appointed by the President and confirmed by the Senate. It is the responsibility of the Council to develop national policy regarding all handicapped Americans, to foster and coordinate the efforts of Federal agencies concerned with handicapped matters, to serve in an advisory role to the Commissioner of the Rehabilitation Services Administration, and to determine research priorities for the National Institute of Handicapped Research.

Present for the first meeting of the new Council, Virginia Knauer, Special Assistant to the President for Handicapped Consumer Affairs, reiterated President Reagan's support for improving the quality of life of our nation's disabled citizens and viewed the Council as the leading national policy arm of the Administration for overseeing the major activities and functions of Federal agencies serving handicapped Americans. She stated that the White House initiative for the handicapped fully embraced private sector leadership.

Following a briefing by heads of Federal agencies that provide programs for the handicapped, the Council began its discussion of future actions and priorities. Among the issues of immediate concern to the mem-

bers of the National Institute of Handicapped Research, the development of inter-agency initiatives, and the potential changes in Section 504 of the Rehabilitation Act.

Chairman Dusenbury summed up the mission of the Council: "The Council should search for ways to accomplish its multiple roles of addressing the needs and issues of handicapped individuals while also recognizing the goals and objectives of the Administration, Congressional mandates, and fiscal realities facing all agencies of government."

## Dusenbury on Council's Role in the Coordination Of Programs

*The following is excerpted from a paper entitled "Issues and Approaches for the National Council on the Handicapped" prepared by Council Chairman Dusenbury and distributed at the first meeting of the new Council on December 13-15.*

### Coordination of Programs

The Council must address the fact that programs affecting handicapped individuals cross many federal departments and agencies. There is a strong need to monitor and coordinate these programs. Some programs even work at cross purposes. While one encourages employment, another may provide such a wide range of benefits for the unemployed that it would be difficult for a low wage handicapped earner to resist. There are various examples of where closer cooperation and coordination are possible, and are needed, including:

#### • Special Education and Vocational Rehabilitation:

There is a critical need for continued and closer scrutiny as to these programs. Individuals in need of special education services while attending school will almost invariably need continued special attention after they terminate their educational experiences. In spite of efforts in this direction, even a brief review of the evidence will suggest that many Special Education students who have potential for some level of employment are not identified by vocational rehabilitation agencies prior to the individual's leaving school. Thus, another opportunity for early intervention and cooperation falls to have the impact that should be seen.

#### • Veterans Administration and Vocational Rehabilitation:

This represents another critical example of almost separate tracks of services to handicapped individuals. Veterans Administration facilities and staff too often fail to include state agency vocational rehabilitation personnel for the vital community aspects of services. Costly duplication of staff and other resources could be addressed by both of these agencies.

*(See Council, page 20)*

# Meeting the Needs of Handicapped Delinquent Youth

Handicapped youth comprise an alarming 42 percent of the current population in our national youth correctional institutions. These youth qualify for the services and care mandated under the Education of the Handicapped Act (P.L. 94-142), yet after seven years, only five states can claim full compliance within their correctional institutions.

Osa D. Coffey pointed out these facts last fall in a speech to the National Association of State Directors of Special Education, and outlined the difficulties in meeting the needs of this special population. At that time, Ms. Coffey was project director for the Corrections Program of the U.S. Department of Education. She will become executive director of the Correctional Education Association on March 1.

"I for one do not believe that handicapped kids belong in prison," said Coffey, who made it clear that her role in the Corrections Program was that of a private consultant, and that her remarks reflect only her own views and not those of the Administration or Department of Education. "But we do have to face reality, and the reality is that at the moment, we have a large number of youngsters in corrections who meet the criteria as established under P.L. 94-142.

"The typical youngster in a correctional facility is multiply disadvantaged—usually economically deprived, more likely than not having been a victim of child abuse, with one or no parent at home. His record typically contains foster care placements, truancy, school failure, drug or alcohol abuse, and frequent brushes with the law. Poor self-concept, emotional problems, poor impulse control fill out the 'typical' picture."

Coffey posed the question: Since there is so large a proportion of handicapped youngsters in our correctional institutions, does this mean that they are more prone to crime? Studies show that the most frequent disabilities exhibited by delinquents are mental retardation, emotional disturbances, and specific learning disability.

"Santamour and West in their studies of mentally retarded offenders point out that there are at least three times as many retarded persons in correctional institutions as in the general population. But their research also indicates that the mentally retarded are not more prone to criminal behavior than so called 'normal' people, but are more often caught, convicted, and sentenced and are less able to defend themselves adequately in court, less apt to plea bargain.

"However," Coffey added, "a very recent study conducted by the National Center for State Courts, comes to a quite different conclusion. It shows a significant

relationship between learning disability and the commitment of delinquent acts. As compared to a control group of non-learning disabled youths, youngsters with this handicap committed significantly more acts of violence, theft, alcohol and marijuana abuse, and school misbehavior."

The study also showed, however, that a proper educational program can have a turn-around effect on these youth. "Effective academic, vocational and rehabilitation programs for the handicapped young offender are an investment that can reduce recidivism and welfare costs for both the state and Federal government and for us, the taxpayers."

Since the intent of P.L. 94-142 is zero reject, Coffey sees it as "tailor-made to meet the special needs of the handicapped delinquent population." However, there has to be a cooperative approach between correctional and educational groups. "Just as it is unreasonable to expect our schools to control crime, it is unreasonable to expect corrections to provide highly specialized education and other rehabilitation services," Coffey said. Under the law it is the responsibility of the state education agency to insure a free and appropriate education. But this does not, Coffey feels, absolve correctional agencies from all responsibility.

It is the job of corrections to facilitate and accommodate the special educators. It is in this area where correctional personnel have "fumbled and stumbled with the ball," said Coffey. The reasons are many, but Coffey outlined some of the major hurdles facing corrections: shortage of trained staff within correctional institutions; shortage of money; lack of interagency agreements and cooperation; high turnover of population (six months is the average stay); frequent transfer of clients; short stay of many clients; lack of IEP's upon arrival; inadequate time, staff and funds for required assessments; difficulty in locating and involving parents; difficulty of finding and training legally acceptable surrogate parents when needed.

While noting that the special educators were not expected to solve all of these problems, Coffey said that they could help corrections solve most of them.

"You hold the key to better training," Coffey said and urged the educators to "extend your assistance to law enforcement, court and corrections personnel to help them learn to identify handicapped offenders. Extend training opportunities to teachers in corrections (and ask them to train you in corrections).

"Help correctional administrators understand the law and its implementation.

"Join hands with corrections staff to demand from leg-

islatures the resources required to comply with the law. And as State Directors, make sure that children in correctional facilities receive a fair share of available state and federal funds.

"Become expert witnesses in court if and when requested. Help develop program models specifically for corrections and disseminate these through correctional professional channels as well as on your own."

Pointing out that the children in our correctional institutions are among P.L. 94-142's most distressed sub-populations, Coffey urged the educators not to give up on them. "They do have one thing going for them—their youth. And we can ill afford or justify giving up on anyone whose life—however badly it began—is still mostly to come. Do not doom them to becoming the 60 percent of adult offenders who have juvenile records. As special educators, you are the last fair chance for these kids.

"However much we, or society, might fight the idea, we do have to recognize that handicapped, delinquent, difficult and ornery though they may be, the youngsters in our correctional facilities are more like us than they are not; are more like our own kids than they are not. They are for all their flaws and troubles very much a part of our human family and local communities."

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## Additional Resources

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The following is a list of projects, publications, data bases and organizations dealing with the problems of delinquent handicapped youth that have come to the attention of the Clearinghouse. As further resources become known to us we will publish them in future issues of *Programs for the Handicapped*.

The study by the National Center for State Courts referred to by Coffey was summarized by Noel Dunivant in an article entitled "Learning Disabilities and Juvenile Delinquency: A Summary Report" in the Fall 1982 issue of *State Court Journal*. The report highlights the findings of a five-year study initiated in 1976 by the National Institute for Juvenile Justice and Delinquency on the relationship between learning disabilities and delinquency, and the results of a special project funded by the Association for Children and Adults with Learning Disabilities (ACLD) to develop and conduct a program of remedial instruction designed to improve the academic skills and reduce delinquency in LD youth.

Dunivant concluded that "the differential rates of arrest and adjudication for the same illegal acts indicate that the cognitive and social deficiencies of LD teenagers, such as poor verbal skills and social abrasiveness, may have prevented them from contributing effectively to their defense or from receiving the same treatment accorded youths who did not suffer the negative effects of LD."

The study also showed that youths from white families

or families with higher parental education and occupational prestige exhibited more pronounced negative side effects of LD. The study also called for special training programs to help the justice authorities understand the problems of learning disabled offenders and how to deal with them effectively.

The ACLD remediation project had a two-fold goal to improve academic achievement and to prevent or control future delinquency. The program was most successful in reducing recidivism in black youths, youths with less official delinquency prior to the study, and adolescents whose performance IQ scores were below average.

The report pointed out, however, "changes in delinquency were not significantly related to changes in academic achievement. There was a strong association between change in school attitude and delinquency change. Remediation produced negligible improvement in school attitude, however, and changes in the achievement test scores could not account for the changes in school attitude. It is suggested that the participants developed attachment to their LD specialists during the course of remediation and that this bonding led to a reduction in delinquency."

The study recommends that direct instruction techniques be integrated into the curricula of public schools and tutorial projects which serve delinquent LD teenagers.

The complete 36-page study report is due to be available soon from the National Center for State Courts, 300 Newport Avenue, Williamsburg, VA 23185, (804) 253-2000. No price has yet been established.

### Publications

*The Handicapped Offender: A Selected Bibliography* (identification number NCJ 79848), published by the National Institute of Justice and the National Institute of Corrections in 1981, offers a selection of 182 books and research works focusing on the mentally retarded and physically handicapped person in conflict with the law. These publications relate primarily to the adult offender but do have relevance to the juvenile offender.

A summary of the bibliography indicates that there are almost no resources or programs within the judicial system to meet the needs of the handicapped offender. There is a severe lack of personnel within the judicial system trained to manage retarded or mentally handicapped persons. Trained personnel are needed since the handicapped offender is much more vulnerable to exploitation by both inmates and staff within the correctional system. Under the light of the Civil Rights of Institutionalized Persons Act, the justice system is looking closely at alternatives to institutionalization. However, community support for such programs is minimal.

The citations listed include all aspects of the criminal justice process: arrest, pretrial evaluation, determination of competency to stand trial, civil versus criminal



proceedings, and community and institutional treatment.

Single copies of the bibliography are available free while supplies last from: National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850, (301) 251-5500.

*Education of Adjudicated Handicapped Youth: Policy Issues and Implications* by Cathie McCall Hockenberry was published by the Council for Exceptional Children in 1980. Ms. Hockenberry looks at the points of overlap between the special education field and the correctional field in attempting to meet the needs of handicapped offenders. The paper outlines the areas of policy convergence between these two professional groups and offers specific policy options to help facilitate the interagency agreements necessary to carry out the mandates of P.L. 94-142 and Section 504 of the Rehabilitation Act with respect to the education of handicapped children and youth.

Specifically, the author looks at the cooperative policy necessary to develop an IEP, evaluation procedures, notification of parents or appointment of a surrogate parent, and individualized placement and program options. Performance of these mandated steps is hampered by the essentially different focus of the two agencies—one focuses on providing appropriate education and the other on providing rehabilitation to change anti-social behavior.

Within the justice system there is a scarcity of appropriate placements for handicapped offenders since most would not qualify for either the traditional school release programs or for the Title I programs within the institution. Interagency agreements, Ms. Hockenberry feels, are necessary between the state education agency (SEA) and local corrections agency to meet the needs of handicapped youth offenders. The fact of adjudication does not absolve the SEA from the mandate of P.L. 94-142, but clear cooperative policy decisions are necessary to accomplish that mandate.

Copies of *Education of Adjudicated Handicapped Youth: Policy Issues and Implications* (stock number 810) are available for \$2 each from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, (703) 620-3660.

"Handicapped Adolescents and Young Adults in the  
Miller,  
1981.

and that it "is seen as stemming from evidence of school failure, adverse reaction to something about the adolescent, or both . . . The possible differential treatment of handicapped youth may be centered in the actions of criminal justice officials, especially judges, intake and probation officers, and attorneys who are in daily contact with handicapped youth." In addition, the authors point out, "the definitions of handicapping conditions and definitions of punishable acts overlap; indeed, the belief that all adjudicated youths are handicapped has some adherents."

The authors feel that the criminal justice system is incapable by definition of the scope of its intended duties to deal with the special education needs of these youths. "Given the concerns for social order, protection of individual rights, and equal education, all of which converge when society confronts the problem of handicapped juveniles in trouble, appropriate special education for these youths seems impossible to achieve unless their schooling is continuously authorized and maintained by a social institution whose primary goal is education."

Back issues are available for \$10 each from: The Exceptional Education Quarterly, 5341 Industrial Oaks Boulevard, Austin, TX 78735, (512) 892-3142.

#### Databases/Resource Organizations

The Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 22091, (703) 620-3660, offers a comprehensive information service on the education of handicapped children and related areas. One of their publications, *Education of Adjudicated Handicapped Youth*, has been discussed above.

CEC also operates the ERIC Clearinghouse on Handicapped and Gifted Children, which processes documents on handicapped and gifted children for inclusion in the ERIC database, the nation's major source of information on education. The Clearinghouse offers custom searches of the ERIC file, which is a rich source of information on the relationship between learning disabilities and juvenile delinquency, and programs for this population. A recent ERIC search yielded more than 25 references in this area from 1977 to 1982. ERIC also contains citations on mentally retarded offenders (studies of their characteristics and issues involved in treatment). A few publications deal with offenders who have other disabilities, training programs for personnel, and special education for adjudicated youth.

CEC's database ECER (Exceptional Child Education Resources) contains about 50 citations on handicapped offenders from 1977 to the present. Most of these (nearly 40) focus on various aspects of the learning disabled delinquent, including studies of this group, the relationship between learning disabilities and delinquency, and diagnostic and training programs for adjudicated learning disabled youth. Other articles report on criminal behavior of mentally retarded persons and special education for handicapped juvenile offenders.

# SSA Publishes Major Work Disability Survey

The Social Security Administration (SSA) has just published the results of its third major national disability survey which presents a wide array of information on the prevalence of work disability in the population, on the characteristics of the work disabled, and on the impact of work disability on the economic status of the disabled.

## Survey Highlights

The *1978 Survey of Disability and Work, Databook* reveals that of the 127 million non-institutionalized adults of working age (18-64) in 1978, 21.9 million (17.2%) considered themselves as having a work limitation as a result of a health problem. Almost 11 million (8.6%) see themselves as severely disabled, that is, unable to work at all or unable to work regularly. Nearly 5 million (3.8%) regard themselves as occupationally disabled—able to work regularly, but unable to do the same work as before the onset of disability, or unable to work full time. In addition, more than 6 million people (4.8%) have a secondary work limitation; they are able to work full time regularly and at the same work, but with limitations on the kind or amount of work that can be performed. This latter group also includes persons who are able to work regularly but who are limited in the housework they can do.

The total sample consisted of approximately 12,000 persons. Approximately 6,900 were selected from the 1976 National Health Interview Survey, conducted by the National Center for Health Statistics, Department of Health and Human Services. An additional 4,600 represented Social Security disability insurance beneficiaries with dates of current entitlement in the 5 years prior to September 1977. The remaining 500 represented persons denied disability insurance benefits between January 1 and September 15, 1977.

The tables in the Databook are grouped into four major sections: 1) demographic characteristics; 2) activity limitations and chronic health conditions resulting in disability; 3) work activity; and 4) family income.

## Demographic Data

The section on demographic variables gives a multitude of breakdowns for the work disabled population. Some of the highlights follow:

Men: 10.1 million  
Women: 11.7 million  
White: 18.5 million  
Black: 3.0 million  
Other: .4 million  
Spanish-speaking: 1.5 million  
Married: 14.7 million  
Previously married: 4.3 million  
Never married: 2.9 million

0-4 years: 1.3 million  
5-7 years: 2.4 million  
8-11 years: 6.5 million  
12 years: 7.3 million  
13-15 years: 2.7 million  
16 years or more: 1.7 million

The demographic section also presents data on family composition.

For all of these categories of information, statistics are included for the three disability categories used in the survey (severe, occupational, and secondary limitation), age and sex. Figures are given for the nondisabled population so that comparisons may be made. Regional data (northeast, north central, south and west) are also included. Data on the disabled population of each state are not available from this survey.

It is interesting to note that of the nearly 22 million work disabled people, only slightly over 3 million are recipients of Social Security disability insurance.

## A Note on Disability Definition

In using this compilation it is important to remember that the definitions of "disability" used in the survey are based solely on work limitation. It is possible for a person with a serious impairment not to experience any difficulty in working (for example, a person with a hidden disability such as epilepsy or a person with a life threatening disease such as cancer or a heart condition). Obviously, the degree of work limitation depends on the type of work performed—its physical demands and amount of stress will affect persons with various disabilities differently. Other factors enter in, such as ease of transportation access and accommodations offered by the employer. For these reasons, work limitations cannot be defined objectively. SSA, in conducting the survey, relied exclusively on self-reporting; the survey questionnaire elicited subjective responses on whether or not persons interviewed considered themselves to have a work disability. Individual reactions and adaptations to disability vary greatly, and determine to a certain extent the degree of disability that an impairment actually causes.

## Health

The Databook section on health contains data on many different physical conditions and on the use of aids. Statistics on activity limitations are as follows:

Walking: 13.5 million (and an additional 8.6 million non-work-disabled);  
Using stairs or inclines: 12.4 million (and 6.3 million non-work-disabled);  
Standing for long periods: 14.0 million (and 11.9 non-work-disabled).

Figures are also given for other types of activity limitations.

Looking at the numbers of people with activity limitations who do not consider themselves disabled, we

regularly, regardless of the seriousness of the impairment. An individual able to perform the same type of work as before the onset of disability, and able to work full time, would not be included in the occupationally disabled group. A person who perceives no limitation in kind or amount of work performed (even if such limitations actually exist) would not be placed in the "secondary limitation" category.

Many other types of statistics are given in the health section, including numbers of people with the following conditions and their disability status: infective and parasitic diseases; neoplasms; endocrine, nutritional and metabolic diseases; diseases of blood and blood-forming organs; mental disorders; diseases of the nervous system and sense organs; diseases of the circulatory, respiratory, digestive, genitourinary and musculoskeletal systems; diseases of the skin and subcutaneous tissue; and all others, including those of unknown cause. There are also figures for those with various types of vision and hearing impairments, and speech difficulties.

Data on the use of aids includes the following aids and devices: wheelchairs (419,468 total, including 37,652 counted as not work disabled; braces (1,365,631, including 207,369 non-work-disabled); crutches or cane (2,252,183, including 396,388 non-work-disabled); artificial limbs (92,995, including 15,467 non-work-disabled); guide dog (6,543, all with some degree of work disability); and hearing aid (543,592, including 299,534 non-work-disabled). Breakdowns are given for age groups, sex, and race.

The Databook also lists several types of causes of chronic conditions, including on-the-job accidents, motor vehicle accidents, and home accidents, and gives numbers of disabled people by cause of condition, by occupation at onset of health problems (12 broad categories of occupations are given) and by broad type of industry (agriculture, mining, service, etc.) in which the work disabled person was employed at the onset of his or her condition.

### **Work Activity**

The Databook section on work activity details the labor force status during the week of the survey (summer 1978). Approximately 9 million disabled people were employed (4.9 million full time and 2.6 million part time; 1.5 million others had a job but did not work during the week of the survey). About .7 million were unemployed. An estimated 12.2 million people were not in the labor force, with .9 million of these never employed.

Average earnings of persons who were employed in 1977 are listed below:

Total (disabled and nondisabled): \$9,849  
Disabled: \$7,819

Breakdowns are given for the extent of employment (full time and part time), race and sex. Numbers of disabled persons with incomes in specific ranges are listed:

None: 7.8 million  
\$1 to \$2,999: 4.1 million  
\$3,000 to \$5,999: 1.9 million  
\$6,000 to \$9,999: 1.7 million  
\$10,000 to \$14,999: 2.3 million  
\$15,000 to \$19,999: 1.0 million  
\$20,000 to \$29,999: .7 million  
\$30,000 or more: .1 million

Figures for family income are outlined in several sets of tables.

### **Availability of Survey Publications**

The *1978 Survey of Disability and Work, Databook* may be purchased for \$11 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. The stock number, 017-070-00387-7, should be noted on orders. The *1978 Survey of Disability and Work, Technical Introduction*, geared to survey designers and statisticians, contains detailed information on the questionnaire development and pretesting, questionnaire content, sample design, sampling variances, the estimation strategy, and standard errors for estimates. This publication is available from the Office of Research and Statistics, SSA, 1875 Connecticut Avenue, N.W., Washington, DC 20009, (202) 673-5579.

Another publication, *Work Disability in the United States, A Chartbook*, gives highlights from the survey in the form of 18 interpreted charts. It may be ordered from the Government Printing Office for \$4.50 (stock number 017-070-00360-5).

Information on other publications resulting from the survey may be obtained from the SSA Office of Research and Statistics (address above).

Researchers who wish to do further analyses of survey data on their own can purchase a copy of the public use data file and documentation of the survey for \$255. Inquiries should be directed to Mr. Sylvan Hack, SSA, Room 2223 Annex, 6401 Security Boulevard, Baltimore, MD 21235, (301) 594-0708.

# Programs

(Continued from page 1)

fled programs of vocational, technical, postsecondary, or adult education for deaf or other handicapped persons.

**Applicant eligibility:** Institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies.

**Appropriations:** FY 1982, \$2,832,000; FY 1983 estimate, \$2,832,000.

**Contact:** Division of Innovation and Development, (202) 245-9405.

## 84.023—Handicapped Research and Demonstration.

**Purpose:** To improve the education of handicapped children through research and development projects and model programs (demonstrations).

**Applicant eligibility:** State or local educational agencies, public and private institutions of higher learning, and other public or private educational or research agencies and organizations.

**Appropriations:** FY 1982, \$10,800,000; FY 1983 estimate, \$12,000,000.

**Contact:** For research: Research Projects Branch, Division of Innovation and Development, (202) 472-3394. For model programs: Model Programs, Division of Innovation and Development, (202) 245-9405.

## 84.026—Handicapped Media Services and Captioned Films (Media Materials; Technology for the Handicapped).

**Purpose:** To maintain a free loan service of captioned films for the deaf and instructional media for the educational and training films and other educational media for the handicapped. Contracts and grants also provide for the training of teachers, parents, and others who work with the handicapped in the use of educational media. The program is authorized to acquire, produce, and distribute films and other related media, and media equipment. The captioned general-interest films are limited to registered deaf users.

**Applicant eligibility:** Public and private agencies, organizations, or groups may submit proposals and applications for projects to the Division of Educational Services.

**Appropriations:** FY 1982, \$11,520,000; FY 1983 estimate, \$12,000,000.

**Contact:** Division of Educational Services, (202) 472-3394.

## 84.028—Handicapped Regional Resource Centers.

**Purpose:** To establish regional resource centers which provide advice and technical services to educators for improving education of handicapped children.

**Applicant eligibility:** Institutions of higher education, state education agencies, or combinations of such agencies or institutions (such combinations may include one or more local educational agencies) within particular regions of the United States, are eligible to participate in this program.

**Appropriations:** FY 1982, \$2,880,000; FY 1983 estimate, \$2,880,000.

**Contact:** Division of Assistance to States, (202) 245-9836.

## 84.030—Handicapped Teacher Recruitment and Information.

**Purpose:** To disseminate information which can help parents, consumer organizations, professionals and others interested in special education in making decisions that affect the education and general well-being of handicapped children.

**Applicant eligibility:** Public or nonprofit agencies, organizations, or institutions, public or private agencies, organizations, or institutions.

**Appropriations:** FY 1982, \$720,000; FY 1983 estimate, \$720,000.

**Contact:** Division of Personnel Preparation, (202) 245-9886.

## 84.029—Handicapped Personnel Preparation.

**Purpose:** To improve the quality and increase the supply of teachers, speech correctionists, and other special personnel such as specialists in physical education and recreation, para-professionals, vocational/career education, volunteers including parent and parent coalitions. Training of regular education teachers, supervisors and administrators also is an objective.

**Applicant eligibility:** Applications for grants may be submitted by institutions of higher education, both public and private senior colleges and community colleges, and state and local educational agencies. Other nonprofit public and private agencies are eligible for participation.

**Appropriations:** FY 1982, \$49,300,000; FY 1983 estimate, \$49,300,000.

**Contact:** Division of Personnel Preparation, (202) 245-9886.

## Catalog number not assigned—Special Studies of P.L. 94-142.

**Purpose:** To collect and analyze sufficient data to adequately reflect the effectiveness of federal, state, and local efforts to provide a free, appropriate public education to all handicapped children. These studies are reflected in the required annual report to Congress on the implementation of P.L. 94-142.

**Appropriations:** FY 1982, \$480,000; FY 1983 estimate, \$480,000.

**Contact:** Division of Educational Services, (202) 472-3394.

## 84.009—Program for Education of Handicapped Children in State Operated or Supported Schools (P.L. 89-313).

**Purpose:** To extend and improve comprehensive educational programs for handicapped children enrolled in state-operated or state-supported schools.

**Applicant eligibility:** State agencies are eligible for participation. Local educational agencies may participate on behalf of children who were formerly enrolled in state agencies and for at least one school year and counted in Average Daily Attendance who then left the state agency to participate in an appropriately designed special education program at the local level.

**Appropriations:** FY 1982, \$146,520,000; FY 1983 estimate, \$146,520,000.

**Contact:** Division of Assistance to States, (202) 245-9722.

84.133—National Institute of Handicapped Research (address below).

**Purpose:** To support research and its utilization to improve the lives of people of all ages with physical and mental handicaps, especially the severely disabled through: 1) identifying and eliminating causes and consequences of disability; 2) maximizing the healthy physical and emotional status of handicapped persons, their functional ability, self-sufficiency, self-development and personal autonomy; 3) preventing or minimizing personal and family, physical, mental, social, educational, vocational and economic effects of disability; and 4) reducing and eliminating physical, social, educational, vocational and environmental barriers to permit access to service and assistance and to use their abilities in daily life.

**Applicant eligibility:** Grants and cooperative agreements may be made to and contracts with states, public, private, or nonprofit agencies and organizations, including institutions of higher education for research projects and specialized research activities.

**Appropriations:** FY 1982, \$28,560,000; FY 1983 estimate, \$30,060,000.

**Contact:** Director, National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services, Room 3511 Switzer Building, Washington, DC 20202, (202) 245-0565.

Catalog number not assigned—**National Council on the Handicapped.** (address below).

**Purpose:** To establish general policies regarding federal activities concerning the rehabilitation of handicapped individuals.

**Appropriations:** FY 1982, \$197,000; FY 1983 estimate, \$193,000.

**Contact:** National Council on the Handicapped, Room 3119 Switzer Building, Washington, DC 20202, (202) 245-3498.

Mail inquiries about the next four programs should be addressed to the Rehabilitation Services Administration, with the division shown, Room 3106 Switzer Building, Washington, DC 20202.

#### 84.126—Rehabilitation Services and Facilities (Basic Support Program).

**Purpose:** To provide vocational rehabilitation services to persons with mental and/or physical handicaps. Priority service is placed on needs of those persons with the most severe disabilities.

**Applicant eligibility:** State agencies designated as the sole state agency to administer the vocational rehabilitation program.

**Appropriations:** FY 1982, \$863,040,000; FY 1983 estimate, \$943,900,000.

**Contact:** Office of Program Operations, (202) 245-0530.

#### 84.128—Rehabilitation Services and Facilities Special Projects (Rehabilitation Services Projects).

**Purpose:** To provide funds to state vocational rehabilitation agencies and public nonprofit organizations for projects and demonstrations which hold promise of expanding and otherwise improving services for the mentally and physically handi-

other organizations, and all other public and private nonprofit institutions or organizations. Grants cannot be made directly to individuals. Client assistance projects and migrant farm worker projects are funded by grants to state rehabilitation agencies only.

**Appropriations:** FY 1982, \$23,894,000; FY 1983 estimate, \$26,094,000.

**Contact:** Division of Special Projects, (202) 245-0079.

#### 84.132—Centers for Independent Living.

**Purpose:** To provide independent living services to severely handicapped individuals in order for them to function more independently in family and community settings or secure and maintain appropriate employment.

**Applicant eligibility:** The principal eligible applicant is the state vocational rehabilitation agency; however if a state agency fails to apply for a grant within six months after they are available, then any local public or private nonprofit agency may apply directly.

**Appropriations:** FY 1982, \$17,280,000; FY 1983 estimate, \$17,280,000.

**Contact:** Independent Living Projects Branch, (202) 245-0163.

#### 84.129—Rehabilitation Training

**Purpose:** To support projects to increase the numbers of personnel trained in providing vocational rehabilitation services to handicapped individuals.

**Applicant eligibility:** State vocational rehabilitation agencies, and other public or nonprofit agencies and organizations, including institutions of higher education.

**Appropriations:** FY 1982, \$19,200,000; FY 1983 estimate, \$19,200,000.

**Contact:** Division of Resource Development, (202) 245-0075.

#### Veterans Administration Programs (addresses in text):

##### 84.100—Automobiles and Adaptive Equipment for Certain Disabled Veterans and Members of the Armed Forces.

**Purpose:** To provide financial assistance to certain disabled service members and veterans toward the purchase price of an automobile or other conveyance and an additional amount for adaptive equipment deemed necessary to insure the eligible person will be able to operate or make use of the automobile or other conveyance. To provide adaptive equipment only for certain other disabled veterans.

**Applicant eligibility:** Veterans with honorable service and service members on active duty having a service-connected disability due to loss or permanent loss of use of one or both feet, one or both hands, or a permanent impairment of vision of both eyes to a prescribed degree. For adaptive equipment only ankylosis of one or both knees or one or both hips. Personnel on active duty also qualify under the same criteria as veterans.

**Appropriations:** FY 1982, \$12,465,088; FY 1983 estimate, \$15,723,000.

**Contact:** Veterans Administration, Washington, DC 20420, (202) 389-3609.

#### **64.116—Vocational Rehabilitation for Disabled Veterans.**

*Purpose:* To provide evaluation, education, training, employment services, independent living services and all services and assistance necessary to enable service-disabled veterans to achieve maximum independence in daily living, and to the maximum extent feasible, to become employable and to obtain and maintain suitable employment.

*Applicant eligibility:* Veterans of World War II and later service with a compensable service-connected disability who are determined to be in need of vocational rehabilitation because of an employment handicap.

*Appropriations:* FY 1982, \$116,284,454; FY 1983 estimate, \$119,736,000.

*Contact:* Veterans Administration, Washington, DC 20420, (202) 389-3609.

### **Developmental Disabilities Programs:**

Mail inquiries about the following programs should be addressed to the Administration on Developmental Disabilities, Department of Health and Human Services, 200 Independence Avenue, S.W., Room 340E HHH Building, Washington, DC 20201.

#### **13.630—Administration on Developmental Disabilities—Basic Support and Advocacy Grants.**

*Purpose:* To assist states in the provision of comprehensive services to assure that developmentally disabled persons receive services necessary to enable them to achieve their maximum potential through a comprehensive system of services and which insures the protection of their legal and human rights.

*Applicant eligibility:* Designated state agencies of the respective states and the District of Columbia, Puerto Rico, Virgin Islands, Guam, Northern Mariana Islands, American Samoa, and Trust Territory of the Pacific Islands; except that designated agencies receiving allotments for protection and advocacy of rights of the developmentally disabled must be independent of any agency which provides services to the developmentally disabled.

*Appropriations:* FY 1982, \$49,133,000; FY 1983 estimate, \$50,500,000.

*Contact:* Administration on Developmental Disabilities, (202) 245-2890.

#### **13.631—Administration on Developmental Disabilities—Special Projects.**

*Purpose:* To provide support for projects to improve the quality of services to the developmentally disabled; public awareness and informational programs; demonstration of new or improved service techniques and service delivery; training; coordination of available community resources; providing technical assistance; to strengthen and assist the State Developmental Disabilities Protection and Advocacy Agencies; to assist the State Developmental Disabilities Councils and other agencies to further their deinstitutionalization planning and to help them strengthen the National Network of Developmental Disabilities Centers.

*Appropriations:* FY 1982, \$2,350,000; FY 1983 estimate, \$2,500,000.

*Contact:* Administration on Developmental Disabilities, (202) 245-2890.

#### **13.632—Administration on Developmental Disabilities—University Affiliated Facilities.**

*Purpose:* To assist with the cost of administration and operation of facilities for 1) providing interdisciplinary training for personnel concerned with developmental disabilities, 2) demonstrations of the provision of exemplary services related to the developmentally disabled, and 3) demonstration of findings related to the provision of services.

*Applicant eligibility:* A public or nonprofit facility which is associated with, or is an integral part of a college or university and which aids in demonstrating the provision of specialized services for the diagnostic and treatment of persons with developmental disabilities, and which provides interdisciplinary training for personnel concerned with developmental disabilities and the developmentally disabled.

*Appropriations:* FY 1982, \$7,200,000; FY 1983 estimate, \$7,500,000.

*Contact:* Administration on Developmental Disabilities, (202) 245-2890.

### **Special Institutions:**

**American Printing House for the Blind**, 1839 Frankfort Avenue, Louisville, KY 40206-0085, (502) 895-2405.

*Purpose:* Publishes textbooks in braille, large print, or recordings for all blind students under college age. Materials are distributed to the schools and states through established per capita allotments based on the total number of blind students.

*Appropriations:* FY 1982, \$5,000,000; FY 1983 estimate, \$5,000,000.

**National Technical Institute for the Deaf**, Rochester Institute of Technology, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623, (716) 475-6400.

*Purpose:* Provides a two to three year technical education to deaf and severely hearing impaired students. Reports on staff research in speech therapy, educational methods, and vocational training and placement. Offers sign language interpreter training, teaching internships, and workshops for employers, educators, and rehabilitation professionals.

*Appropriations:* FY 1982, \$26,300,000; FY 1983 estimate, \$26,300,000.

**Gallaudet College**, 800 Florida Avenue, N.E., Washington, DC 20002, (202) 651-5000.

*Purpose:* A private nonprofit educational institution providing college preparatory, undergraduate and continuing education programs for the deaf, and a graduate program in fields related to hearing impairment. Includes the Model Secondary School for the Deaf, which serves as a laboratory for educational experimentation and development, disseminates models for instruction for the deaf, and prepares deaf adolescents for post-secondary academic or vocational education; and the Kendall

## Other categorically funded programs:

### 14.157—Housing for the Elderly or Handicapped (202).

**Purpose:** To provide for rental or cooperative housing and related facilities (such as central dining) for the elderly or handicapped.

**Applicant eligibility:** Private nonprofit corporations and consumer cooperatives. Public bodies and their instrumentalities are not eligible Section 202 applicants.

**Appropriations:** FY 1982, \$819,000,000; FY 1983 estimate, \$634.2 million.

**Contact:** HUD Area or Multifamily Service Office in regions; or Elderly, Cooperative and Health Facilities Division, Office of Multifamily Housing Development, Department of Housing and Urban Development, Washington, DC 20410.

### 13.714—Medical Assistance Program (Medicaid; Title XIX).

**Purpose:** To provide financial assistance to states for payments of Medical Assistance on behalf of cash assistance recipients, and in certain states, on behalf of other medically needy, who, except for income and resources, would be eligible for cash assistance.

**Applicant eligibility:** State and local welfare agencies must operate under an HHS approved (Medicaid) state plan and comply with all federal regulations governing aid and medical assistance to the needy.

**Appropriations:** FY 1982, \$17,539,843,000; FY 1983 estimate, \$19,361,845,000.

**Contact:** Bureau of Program Operations, Health Care Financing Administration, Department of Health and Human Services, Room 300, Meadows East Building, 6300 Security Boulevard, Baltimore, MD 21207, (301) 594-9000.

## Block Grant Programs

Each state which receives block grant funds under the Omnibus Budget Reconciliation Act of 1981 (Public Law 97-35) must comply with the requirements of Title XVII, Chapter 2, of the law, which contains the rules and procedures governing block grants in general.

Each state must prepare a report on the proposed use of block grant funds received by that state, including (1) a statement of goals and objectives, (2) information on the types of activities to be supported, geographic areas to be served, and (3) the criteria and method established for the distribution of the funds, including details on how the distribution of funds will be targeted on the basis of need to achieve the purposes of the block grant funds. Beginning in FY 1983, the report must include a description of how the state has met the goals, objectives, and needs in the use of funds for the previous fiscal year.

The Comptroller General must have access to any books, accounts, records, or other documents related to the funds, assistance or programs, that are in the possession or control of states and their political subdivisions, or any of the grantees of the states or political subdivisions. Each state must conduct financial and compliance audits of any block grant funds which the state receives for each two year period beginning October 1, 1981.

health care for mothers and children and in providing health services for mothers and children who do not have access to adequate health care. (Of the total appropriation, 15 percent is to be retained for the purposes of carrying out, through grants, contracts or otherwise, special projects of regional or national significance, training and research, and for the funding of genetic disease testing, counseling and information development and dissemination programs, and of comprehensive hemophilia diagnostic and treatment centers.)

**Applicant eligibility:** Formula grants are available to State Health Agencies. (For the 15 percent set-aside program, any public or private entity is eligible to apply for a grant, except that only public or nonprofit institutions of higher learning and public or private nonprofit agencies engaged in research relating to maternal and child health or crippled children's service programs may apply for a grant for research in maternal and child health services or crippled children's services.)

**Appropriations:** FY 1982, \$373,750,000; FY 1983 estimate, \$373,000,000 (of this amount, \$55,950,000, 15 percent, to be retained for set-aside program).

**Contact:** State Health Departments; or: Crippled Children's Services, Division of Maternal and Child Health, Bureau of Health Care Delivery Assistance, HHS, 5600 Fishers Lane, Room 7-22, Rockville, MD 20857, (301) 443-2350.

### 13.667—Social Services Block Grant Program.

**Purpose:** To enable each state as far as practicable to furnish a variety of social services best suited to the needs of the individuals residing in the state in the most efficient and effective method possible by using federal block grant funds to provide services directed toward one of the five goals specified in the law: 1) achieving or maintaining economic self-support to prevent, reduce, or eliminate dependency; 2) achieving or maintaining self-sufficiency, including reduction or prevention of dependency; 3) preventing or remedying neglect, abuse, or exploitation of children and adults unable to protect their own interests, or preserving, rehabilitating or reuniting families; 4) preventing or reducing inappropriate institutional care by providing for community-based care, home-based care, or other forms of less intensive care; and 5) securing referral or admission for institutional care when other forms of care are not appropriate, or providing services to individuals in institutions.

**Applicant eligibility:** The 50 states, the District of Columbia, Puerto Rico, Guam, the Virgin Islands and the Northern Mariana Islands.

**Appropriations:** FY 1982, \$2,400,000,000; FY 1983 estimate, \$2,450,000,000. (States may transfer 10 percent of their allotments to block grants for support of health services, health promotion, and disease prevention, or low income energy assistance, or any combination of these activities.)

**Contact:** The state agency which administered the Title XX program, the Governor's office, or: Deputy Director, Office of Program Coordination and Review, Office of Human Development Services, 200 Independence Avenue, S.W., Washington, DC 20201, (202) 245-7027.

### 13.992—Alcohol and Drug Abuse and Mental Health Services Block Grant.

**Purpose:** To provide financial assistance to states and territories to support projects for the development of more effective prevention, treatment, and rehabilitation programs and ap-

turbed children and adolescents, mentally ill elderly individuals, identifiable populations which are currently underserved, and for coordination of mental health and health care services provided within health care centers.

**Applicant eligibility:** State and U.S. Territory Governments; Indian Tribes or Tribal organizations.

**Appropriations:** FY 1982, \$432,000,000; FY 1983 estimate, \$439,000,000.

**Contact:** The Governor's office, which will forward the request to the state agency administering the funds; or: Office of the Administrator, ADAMHA/PHS, 5800 Fishers Lane, Rockville, MD 20857, (301) 443-4564.

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## Group Homes for the Mentally Retarded Grow by 900 Percent in the Past Decade

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There are now approximately 58,000 individuals residing in 6,300 community group homes for persons with retardation, according to a recent report by three participants in the Task Force on Fiscal and Program Planning of the National Association of State Mental Retardation Program Directors.

Those figures represent a growth rate of over 900 percent in the past ten years, and indicate significant progress in both deinstitutionalization and in making community residential facilities available.

*A Report on the Availability of Group Homes for Persons with Mental Retardation in the United States* was prepared by Matthew P. Janicki and William Epple of the New York State Office of Mental Retardation and Developmental Disabilities, and Tadashi Mayeda of the University of California at Riverside. It is the hope of the authors that the report will provide a framework for the continued sustenance and development of all types of residential options for persons with mental retardation or other developmental disabilities.

The report is based on a telephone survey of each state's mental retardation/developmental disabilities agency. Of the 6,302 group homes reported, 91 percent were homes of 15 beds or less. About two-thirds of the homes were operated by nonprofit agencies, 18 percent by proprietary agencies, and 13 percent by government.

The survey revealed that there are at least 68,000 non-institutional beds nationally available in community home-like settings specifically for mentally retarded persons, and that an additional 55,000 beds should be made available to meet the out-of-home group living needs of individuals with mental retardation.

According to the authors, growth can only be sustained when such programs have a sound fiscal base and a well-developed program structure. The stability of funding for the programs is most critical to its future, whether emanating from the state legislatures, Title

The report includes a listing of contact persons in each state's mental retardation/developmental disabilities designated agency and in each state's association of group home operators if one existed.

The report is available without charge from: Bureau of Program Research and Planning, New York State OMRDD, 44 Holland Avenue, Albany, NY 12229.

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## Telephone Access Legislation Approved

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On January 3, 1983, the President signed Public Law 97-410, the "Telecommunications for the Disabled Act of 1982." The new law amends the Communications Act of 1934 to provide reasonable access to telephone service for persons with impaired hearing and to enable telephone companies to accommodate persons with other physical disabilities.

The law requires that the Federal Communications Commission establish such regulations as are necessary to ensure reasonable access, completing rulemaking actions by January 1984. The law also states that "FCC shall require that essential telephones provide internal means for effective use with hearing aids that are specially designed for telephone use. The term 'essential telephones' means only coin-operated telephones, telephones provided for emergency use, and other telephones frequently needed for use by persons using such hearing aids." Adequate information must be provided to consumers on the compatibility between telephones and hearing aids.

The new law will enable any common carrier or connecting carrier to provide specialized terminal equipment needed by persons whose hearing, speech, vision or mobility is impaired. The State commission may allow the carrier to recover in its tariffs for regulated service reasonable and prudent costs not charged directly to users of such equipment. Without this legislation, persons with disabilities would have been charged the full cost of specialized equipment.

The Telecommunications for the Disabled Act was endorsed by various organizations representing the handicapped and elderly in an attempt to protect their constituencies from isolation and provide them with emergency protection, equal employment opportunities, and the freedom of communication.



## Decade of Disabled Persons Proclaimed

The General Assembly of the United Nations has proclaimed the period 1983-92 as the "Decade of Disabled Persons." A companion resolution was also approved adopting a World Program of Action for Disabled Persons.

The World Program of Action calls upon governments, international and national organizations, and people everywhere to increase participation of disabled persons in national and community life. Thousands of organizations, corporations and groups in over 130 nations participated in the UN proclaimed 1981 International Year of Disabled Persons observance.

In the United States, the U.S. Council for IYDP, predecessor of the National Office on Disability, spearheaded the U.S. program and the active participation of 1,850 communities in its Community Partnership Program. Americans from all walks of life identified needs, set goals, and launched programs to strengthen local initiatives in education, employment, rehabilitation, greater access, and in prevention of disability. More than 350 national organizations, 270 leading corporations, and the governors of all 50 states contributed significantly in these partnership programs. The National Office on Disability will work with them to continue and expand their efforts in the Decade of Disabled Persons.

The National Office on Disability is located at 2100 Pennsylvania Avenue, N.W., Washington, DC 20037, (202) 293-5960.

## "Campaign of Concern" Dental Education Program

Special education teachers, workshop counselors, and members of the dental professions have long been aware and concerned about the dental needs of developmentally disabled individuals. Educators realized that decaying or missing teeth, oral odor and gum diseases foster a negative perception of handicapped people that contributes to alienation and diminished self-esteem. Dentists' efforts to teach effective self-help preventing dentistry were generally unsuccessful because of limited contact during treatment sessions.

As a common concern of the special education and dental professions merged, a "Campaign of Concern" evolved as a response to the problem. The Campaign is an organized effort to establish a partnership between the educators and dentists for the benefit of handicapped individuals.

Dental hygienists working in special education classes, sheltered workshops, day activity centers, and group homes can inform the staff at such facilities about the

etiology of dental disease and the rationale of preventive dental health procedures. Staff at the facilities plan and implement a preventive dental health education curriculum along with other courses of instruction.

Special educators and dental professionals can cooperate to improve the quality of life for handicapped people through self-esteem, well-being and the opportunity for improved social and employment opportunities.

For further information, contact: Campaign of Concern, National Foundation of Dentistry for the Handicapped, 1726 Champe, Suite 422, Denver, CO 80202.

## Read-Along Tapes Available Nationwide

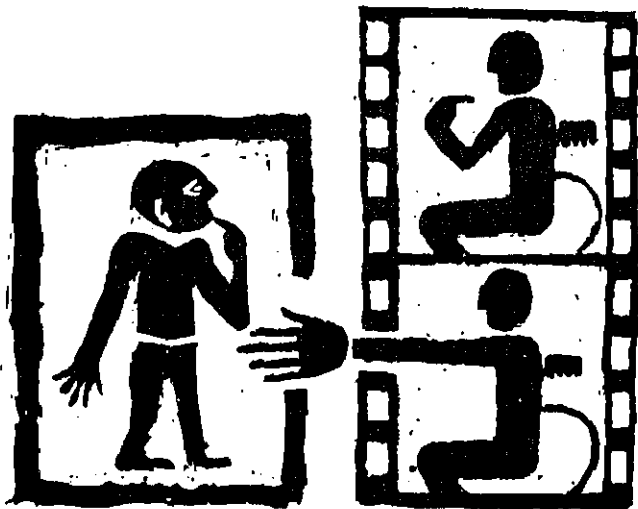
The Franklin County (Missouri) Special Education Cooperative, a nonprofit organization, has announced that cassette tapes of over 1,000 elementary, secondary and career education books can now be ordered by special education directors, teachers, students and parents throughout the country. The tapes are especially helpful to students who are unable to fully benefit from instructional time due to visual or physical impairments or learning disabilities.

The taping program is being carried out by inmates of the Missouri State Penitentiary and the Missouri Eastern Correctional Center who are volunteering their time to narrate textbooks on tape or transcribe books into braille for blind students. The program began in 1973, when three prisoners began recording books for blind college students from the University of Missouri who brought in the books and recorders. With assistance from the Bureau of the Blind in Jefferson City and the Franklin County Special Education Cooperative, inmates received braille certification and the program received a federal grant. The program has helped students and teachers mainstream secondary learning disabled students and visually or physically impaired students through resource rooms equipped with textbooks on tape.

Years of work by the prisoners, many who worked at their regular jobs during the day and at the Center at night, have produced the tape library of over 1,000 tapes.

A *Media Catalog* listing the books is available at \$2.50 postpaid. Taping service is available nationwide to all schools. Two taping centers are in operation, providing faster turnaround time for recording and handling orders. Copyright approvals are obtained in advance for recorded books.

Tapes may be purchased for \$2.50 each (for materials and labor in duplicating). For further information, contact: Mrs. Angela Donahue, Media Coordinator, Franklin County Special Education Cooperative, Box 440, Union, MO 63084, (314) 583-8936.



## **"Dystonia" Film Wins Grand Prize**

On November 19, 1982, the Grand Prize for the Sixth Annual International Rehabilitation Film Festival was awarded to the film "Dystonia." The film was produced by Dr. Barnett Addis of the University of California. It depicts the experiences of six people with the rare and often misdiagnosed condition, dystonia musculorum deformans. Previous winners of the prize were "Best Boy" (1981), "Survival Run" (1980), and "A Different Approach" (1979).

The 1982 Film Festival, which is produced each year by Rehabfilm at Rehabilitation International USA, was held in November in New York City. Two hundred and twenty entries were made in the competition by distributors and film-makers from fourteen countries. From these, 118 finalists were selected in prescreening rounds for actual exhibition in the Festival.

Rehabfilm, part of the Media Department at Rehabilitation International USA, also publishes the *Rehabfilm Newsletter*, a quarterly on media and disability, and operates the Rehabfilm Library. Other activities of the Media Department include publication of *Rehabilitation WORLD*, the *International Directory of Access Guides*, and the *Host Directory to U.S. Rehabilitation Facilities*.

Programs from both the 1981 and 1982 Film Festivals, listing about 300 new films and videotapes, are available with a subscription to *Rehabfilm Newsletter*. Tentative dates for the 1983 International Rehabilitation Film Festival, to be held in New York City, are November 15-18, 1983.

For more information write: Rehabfilm, 1123 Broadway, New York, NY 10010, or call (212) 741-5160.

## **"504" Complaints On the Rise**

The types of civil rights complaints received in the Department of Education (ED) and the Department of Health and Human Services (HHS) have shifted dramatically in the last several years, according to the *Civil Rights Forum*, Vol 6, No. 1, Fall 1982, a publication of the U.S. Department of Justice, Civil Rights Division.

During the 1976-78 fiscal years, the largest number of complaints that HEW received alleged violations of Title VI of the Civil Rights Act of 1964 (based on race, color, or national origin). Beginning with FY 1979, over 30 percent of complaints filed with HEW involved Section 504 of the Rehabilitation Act of 1973 (discrimination based on handicap). By FY 1981, over 50 percent of the caseloads of HHS and ED involved 504 complaints.

The majority of the Section 504 complaints received by ED are against elementary and secondary schools. In FY 1980, 1,124 of the 1,449 Section 504 complaints (78 percent) were against such schools, and in FY 1981, 1,059 of the 1,436 Section 504 complaints (74 percent) were filed against the schools.

While there has been an increase in the number of Section 504 complaints filed, there has been a decline in complaints involving Title VI and also Title IX of the Education Amendments of 1972 (alleging violations based on sex). In FY 1979, Title VI and Title IX complaints accounted for 48 percent of ED's workload. This declined to 38 percent in FY 1980, to 36 percent in FY 1981, and to 30 percent for the first three quarters of FY 1982. During that part of FY 1982, ED received 674 Section 504 complaints.

HHS has also experienced a drop in Title VI and Title IX complaint receipts. Sixty-five percent of all complaints filed with HHS involve health facilities, 25 percent involve human services, and 10 percent involve other services. During the first six months of FY 1982, HHS received 206 Section 504 complaints.

## **Tax Credit for Barrier Removal Expires**

The program which allowed businesses to deduct the cost of removing architectural and transportation barriers (up to \$25,000) as a tax credit expired on December 31, 1982. The Senate passed an amendment to the Surface Transportation Act to extend the expiration date to December 31, 1983. However, the amendment was not included in the conference agreement. A number of bills have been introduced in the 98th Congress to restate the program, but have not been acted on thus far.

The Instructional Media Production Project for Severely Handicapped Students of the Special Education Programs office, U.S. Department of Education, will sponsor a national symposium on March 28-29 at Opryland Hotel in Nashville, TN. Special education teachers and administrators, media specialists, and others working in the area of instructional materials development and marketing will explore what is being done and what could be done with microcomputer hardware and software for students with severe perceptual, motor, and cognitive impairments. The program will include representatives from the Trace Research and Development Center, the Society for Applied Learning Technology, Kansas Neurological Institute and the University of Kansas, and Peabody College of Vanderbilt University. For registration, contact: Media Production Project, Box 318, Peabody College/Vanderbilt University, Nashville, TN 37203, (615) 322-8373.

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## Camp Directory Available

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The American Camping Association has announced the availability of the *1983 Parent's Guide to Accredited Camps*. The Guide contains a state-by-state descriptive listing of over 2,200 camps, and includes names and addresses for camp directors and owners, program specialties for each camp, fees, camping population, and length of season. It indicates which camps mainstream and those that deal only with a special population, such as asthmatic, blind, communicably limited, deaf, diabetic, emotionally disturbed, epileptic, generally physically disabled, hemophiliac, learning disabled, mentally retarded, or in wheelchairs. The Guide is available at \$5.95 postpaid from local American Camping Association offices or from: ACA Parents' Guide, 110 Bradford Woods, Martinsville, IN 46151.

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## Summer Study in Europe

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The University Center for International Rehabilitation of Michigan State University and the Department of Special Education, University of Education-Heldelberg in the Federal Republic of Germany are sponsoring a three week program June 28-July 19 on "Special Education/Rehabilitation in the Netherlands, the Federal Republic of Germany and Switzerland."

The study group will depart on June 27 and return July 19, spending approximately one week each in the areas of Amsterdam, Zurich/Geneva, and Heldelberg. The program will be of interest to graduate students and professionals in special education, vocational education, rehabilitation counseling, speech pathology and audiology, social work and related disciplines and all per-

The program will focus on the issues of institutional care, group living and mainstreaming of people with disabilities, and will investigate a number of environmental settings that provide for the educational, physical, and psycho-social needs of special population groups.

The enrollment deadline is April 22, 1983. Further information and registration forms are available from: Office of Overseas Study, 108 International Center, Michigan State University, East Lansing, MI 48824-1035, (517) 353-8920.

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## Post-Polio Conference

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Rehabilitation Gazette has announced the Second International Post-Polio Conference and Symposium on Living Independently with Severe Disability to be held May 6-8, 1983, at the Sheraton-St. Louis Hotel, St. Louis, MO. The Conference will be of interest to severely disabled, active independent-minded persons (polio survivors, spinal cord injured and others with chronic neuromuscular disabilities) and anyone involved in assisting them to live their own independent lives within their communities. The forum will include polio survivors who have lived fulfilling and productive lives for 25-30 years, and physicians, therapists and others with extensive experience in independent living and in the management of chronic respiratory insufficiency. Further information is available from: Gini and Joe Laurie, Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, MO 63108, (314) 361-0475.

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## Request for Information

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The Vocational Studies Center at the University of Wisconsin-Madison is seeking practical information for a supplement to an original catalog entitled, *Tools, Equipment, and Machinery Adapted for the Vocational Education and Employment of Handicapped Persons*. The original catalog described 283 items; the supplement will contain new information.

The center is interested in receiving information about any changes anyone has made in equipment to help handicapped students or employees perform a specific task. These students or employees might have a physical, sensory or learning impairment. Examples would be the addition of a mechanical device which operates the existing switch of an electric hand drill for operation by someone with limited hand muscle control, or "home made" devices designed to meet the specific needs of a disabled person. This type of information may be shared by submitting it to: John Gugerty, Vocational Studies Center, University of Wisconsin-Madison, 1025 West Johnson Street, 964 Educational Sciences Building, Madison, Wisconsin 53706.

# Announcements



## 1983 Easter Seal Child

Soccer fan Matthew Huston, 10, is the 1983 National Easter Seal Child. The son of Mr. and Mrs. Ron Houston, Glendale, Arizona, he became paralyzed shortly after his first birthday due to transverse myelitis, a rare disorder of the spinal cord nerves. Years of therapy have helped Matt regain movement in his arms and upper torso.

## New Report Analyzes Labor Market Activities

A report entitled "Labor Market Activities of Disabled Persons: An Analysis of a National Survey of Disabled Persons" by Dong C. Cho was recently published by the Rehabilitation Engineering Center of Wichita State University. The report analyzes employment-related disability data from the 1972 Survey of Disabled and Nondisabled Adults, conducted by the Social Security Administration (SSA). The SSA data was classified according to types and severity of functional limitations and impairments. Rates for employment and labor force participation are given. The report also examines the extent of participation in income maintenance programs and the sources and magnitude of family incomes of disabled persons.

Copies of "Labor Market Activities of Disabled Per-

Information on publications resulting from the following SSA surveys may be obtained from the Office of Research and Statistics, Social Security Administration, 1875 Connecticut Avenue, N.W., Washington, DC 20009, (202) 673-5579: 1972 Survey of Disabled and Nondisabled Adults, 1974 Followup Survey of Disabled and Nondisabled Adults, and the 1978 Survey of Disability and Work.

## Resources

(Continued from page 6)

The **National Criminal Justice Reference Facility (NCJRF)**, which receives funding from the National Institution of Justice and the National Institute for Juvenile Justice and Delinquency Prevention, is a centralized clearinghouse on law enforcement, criminal justice, juvenile justice, and court administration. The NCJRS database contains citations of more than 65,000 documents published in the U.S. and abroad, including research reports and descriptions of successful programs. In addition to custom searches of the NCJRS file, users may request copies of topical bibliographies in current areas of interest (see above for description of the NCJRS bibliography, *The Handicapped Offender*). There is a charge for searches and bibliographies. Users may also take advantage of the NCJRS telephone information and referral service for other sources of information on their topics.

The limited number of NCJRS citations on disabled persons falls into two main categories: the mentally retarded offender and the learning disabled juvenile delinquent. A search of database contents from 1977 to the present turned up articles and reports on the care of retarded inmates, the relationship of IQ to delinquency, special problems of mentally retarded juvenile delinquents, and the need for special programs for retarded offenders. The citations on learning disabilities cover the link between learning disabilities and juvenile delinquency and programs for helping learning disabled juvenile delinquents. There are a few reports on the provision of special education services to juvenile offenders under P.L. 94-142 (the Education of All Handicapped Children Act). Issues in the treatment of mentally ill offenders are also treated in the database.

The NCJRS database may be accessed online by persons with computer terminals through DIALOG Information Services, 3460 Hillview Avenue, Palo Alto, CA 94304, (800) 982-5838 in California; (800) 227-1927 outside California.

## INDEPENDENT LIVING

The first three issues of a new series of brochures entitled *Independent Living Ideas* have been produced by the President's Committee on Employment of the Handicapped. The series has been planned to emphasize frank discussion of the challenges faced by people with disabilities while providing concrete and realistic suggestions to aid in attaining a more independent life style. The brochures now available are: 1) *Job Tips for People with Mental and Emotional Problems*, which offers information as well as strategies and practical advice for those coping with these problems as they are encountered in the work site; 2) *Planning for a Job: Tips for Disabled Students* engages students in their personal problem-solving tasks and serves as a guide to realistic strategies; and 3) *Marketing Your Disability and Yourself* which is a short case history of one learning disabled adult as she began to create a national organization and develop a personally satisfying career. Single copies of these brochures are available without charge from: President's Committee on Employment of the Handicapped, Washington, DC 20210.

The Independent Living Research Utilization project of Houston has produced *On the Right Track: Foundations for Operating an ILP*, a handbook for successfully establishing and operating an independent living program. The book is designed specifically to help program administrators avoid such pitfalls as high staff turnover, board-staff conflict, fiscal management, risk resulting from inadequate insurance coverage, and litigation arising from a variety of sources including charges of employment discrimination and liability for injuries sustained by clients or staff members. This handbook may also be useful to administrators of other types of nonprofit organizations. To order *On the Right Track*, send a check or money order for \$19.95 payable to ILRU project to: Laurel Richards, ILRU Project, P.O. Box 20095, Houston, TX 77225, (713) 797-1440.

## TRAVEL INFORMATION

*The Itinerary*, a magazine published by Whole Person Tours of Bayonne, N.J., has been revamped to include not only information about their own tours but those of other tour operators, as well as information about private travel and hints and helps for travelers with disabilities. The magazine is published six times a year. The March issue will discuss toilet aids for the disabled traveler, one of the main reasons for not taking advantage of the opportunity to travel. Future issues will discuss cruise opportunities for the disabled, how to select accessible lodgings, sightseeing, how to choose a travel agent, and where to find help in planning an accessible vacation. *The Itinerary* is available at \$6 per year from: Whole Person Tours, 137 W. 32nd Street, Bayonne, NY 07002.

## ACCESSIBILITY

*Accessibility Guidelines to Facilitate the Use of Public Transportation by Physically Disabled Persons* by Dr. James B. Curtis and Dr. Bettye B. Burkhalter describes the accessibility, or lack of accessibility, of five major modes of transportation and their immediate physical environment. Data collected through interviews with specialists in the five areas of transportation and through the review of federal and state studies were subjected to an analysis to determine their compliance with existing laws and regulations. The Introduction is a compilation of statistics from various reports on the numbers of handicapped people who use public or private transportation with difficulty. A major section deals with travel by air for persons with various handicapping conditions, and includes specifications for making aircraft and related facilities accessible. Other chapters deal with trains, taxis, private automobiles, and buses. This 64 page book is available at \$4.75 from: Auburn University Educational Leadership Department, 3072 Haley Center, Auburn University, AL 36849.

## DISABILITY AND COMMUNICATIONS

*Disabled and Elderly People: What Role for the Corporation?* and *Disability and Communications: Techniques for Success* are two new booklets that resulted from a conference held at Gallaudet College in Washington, D.C. April 25-30, 1982. The conference was the first American conference of the International Committee on Public Relations in Rehabilitation, headquartered in Athens, Greece, and was hosted by the President's Committee on Employment of the Handicapped and cosponsored by the People to People Committee for the Handicapped, Gallaudet College, Goodwill Industries of America, Rehabilitation International, World Rehabilitation Fund, and Partners of the Americas.

*Disability and Communications: Techniques for Success* lists techniques shared by conference participants and encourages their adoption and adaptation. *Disabled and Elderly People: What Role for the Corporation?* was written by Dr. Frank Bowe, founder and president of Frank Bowe Associates, which provides consultation services to corporations on affirmative action and nondiscrimination policies affecting the disabled, the elderly, and veterans. These booklets are available without charge from: President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, DC 20036.

# NEW PUBLICATIONS

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## PARENT TRAINING

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*Partners: A Guide to Working with Schools for Parents of Children with Special Instructional Needs* by David L. Lillie and Patricia A. Place was written to assist parents of children with handicapping conditions in developing the understanding and skills that they may need to assure that their children are receiving an appropriate public education. The book is also intended for training surrogate parents to act on behalf of handicapped children who do not have parents available to be their advocates. The book is divided into nine chapters or training sections. Each chapter has an introduction, objectives for the learner, instructional lessons, learning exercises, and answers for the exercises when appropriate. The appendices include forms and checklists parents can use to record and evaluate activities with regard to their child's education, and samples of forms parents should receive from their local schools. There is a glossary of special education terms and a list of national resources for further information. This 106 page softcover book is available at \$8.95 from: Professional Publishing Group, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025, (312) 729-3000.

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## SHELTERED WORKSHOPS

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The RPM Press in Minnesota has released a book entitled *Selling to Industry and Government: The Complete Handbook for Sheltered Workshops* by Paul M. McCray and David A. Hietala. This 180-page book was developed to provide workshop personnel with a basic blueprint for developing a comprehensive procurement strategy. The methods and techniques described can be applied to both contracting and manufacturing endeavors. The authors hope that the book will assist workshop personnel to have a better understanding of how to develop a successful procurement program, one that will not only help clients become more productive, but enhance the financial strength of the workshop. Divided into 15 chapters, there are sections covering preliminary planning, methods and techniques, contract bidding and pricing, specialized markets and resources, and the role of the workshop sales representative. Available at \$25 prepaid from: RPM Press, P.O. Box 157, Sulte K, Verndale, MN 56481, (218) 631-4707.

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## EMPLOYMENT

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*Jobs for the Handicapped* by Jack Leighton Rugh is a history of the West San Gabriel Valley Mayors' Committee for Employment of the Handicapped and its relationships with a network of such committees in the State of California. The book describes in detail some basic principles of local committee organization and operation, and identifies some of the pioneers at the local, county, state and national levels who have volunteered time, energy, inspiration and influence to create the structure to support better employment opportunities for handicapped individuals. A documentation of the community volunteer-professional efforts on behalf of the employ the handicapped movement, this 227 page illustrated book is available at \$11. from the author: Jack L. Rugh, 5555 N. Charlotte Avenue, San Gabriel, CA 91776.

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## THERAPEUTIC RECREATION

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*Extra Perspectives: Concepts in Therapeutic Recreation* is intended to be the first of a continuing series of monographs published at the Center of Leisure Studies, University of Oregon, focusing on research in the therapeutic recreation profession. Project EXET-RA—Extended Education in Therapeutic Recreation Administration—is funded by the U.S. Department of Education and is directed toward providing preservice and inservice training in therapeutic recreation at master's and doctoral levels. This 160 page book, edited by Larry Neal and Chris Edginton, includes selected articles on current therapeutic recreation topics including research, discussion of research, defining terms, curriculum development and evaluation, and others. Reports of current doctoral findings are included. The book is intended as a supplement for the therapeutic recreation class or for the practicing professional. It is available for \$5.95 plus \$1 mailing and handling from: University of Oregon, Center of Leisure Studies, 180 Esslinger Hall, Eugene, OR 97403. The following books are also available from the Center: *A Creative Alternative to Swingsets: Guidelines for Planning and Designing Creative Playgrounds*, \$4; *Your Community and Recreation Planning: A Guide for Local Involvement in Comprehensive Recreation Planning*, \$5; and *Common-Unity in the Community: A Forward-Looking Program of Recreation and Leisure Service for the Handicapped*, \$4.50.

*Legal Rights of Hearing-Impaired People*, written by the staff of the National Center for Law and the Deaf at Gallaudet College, deals with the most common legal problems and communication barriers that arise between deaf people and the primary institutions of society. It is a basic guide for hearing-impaired people seeking equal access to employment, education, medical care, government benefits, public facilities, the legal system, and key communication media including television and telephone. The book addresses the current shift of power to state governments, and discusses ways to educate state legislators and to utilize state commissions for the deaf. This 208-page illustrated book may be ordered at \$8.95 plus \$1.50 postage and handling from: Distribution Office, Gallaudet College Press, Kendall Green, Washington, DC 20002.

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## CORRECTION

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In the "New Publication" section of the September/October 1982 *Programs for the Handicapped*, the Clearinghouse listed a Veterans Administration publication, *Program Guide: Add-On Automotive Adapted Equipment for Passenger Automobiles*. We regret that the above publication is no longer available.

The Veterans Administration has published a new report entitled *Automobile and Adaptive Equipment Report* which is a program evaluation of VA's Automobile and Adaptive Equipment Program administered by two VA elements: the Department of Veterans Benefits and the Department of Medicine and Surgery. This 78 page technical report is available without charge from: Lynn Covington, Program Evaluation Service, Veterans Administration, 810 Vermont Avenue, N.W., Washington, DC 20420, (202) 389-3320.

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## Council

(Continued from page 3)

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### • Social Security Issues:

A major part of the complex issue of the nation's Social Security system results from the huge expenditures resulting from disability benefits. This Council should be a party to the discussions pertaining to any Social Security "reforms" because of the obvious role of disability benefits.

### • Elderly/Aging Issues:

Many of the problems facing elderly citizens are compounded by the increased likelihood of disability

abilities of disabling conditions.

### • Architectural and Transportation Barriers:

This Council could play a valuable role in helping to understand various barriers that handicapped citizens face, whether architectural, transportation or communication barriers. The Council could lend its objectivity to a variety of proposals, to avoid extremes of position which at times result in resentment, backlash, or failure to accomplish even reasonable or moderate changes.

### • Education Department Regulations:

With the development of any comprehensive national policy on the handicapped, regulations proposed by the Department of Education would have a logical framework within which to exist. The Council could also help identify controversial issues so that federal officials could develop strategies consistent with public expectations and opinions.

### • Mental Health, Alcohol and Drug Abuse:

Mental health, alcohol and drug abuse are also closely allied with other disability groups, and the relationship between various physical and mental disabilities is crucial.

These are but a few specific examples of where a "National Policy" on handicapped individuals would be helpful. There are numerous others, of course, and all serve to identify a strong need for a viable and dedicated Council.

### Research Responsibilities

Among the duties of the Council is the responsibility to make recommendations respecting ways to improve rehabilitation research, for disseminating the findings of such research, and facilitating the implementation of rehabilitation programs based upon such findings.

The Council should strive to accept this responsibility seriously and see that research is highly relevant, useful and has practical applications to the agencies delivering services to and/or in the lives of handicapped citizens. The Council should also address the issue of how to disseminate valuable findings to those who could benefit from such knowledge. Research must not be an isolated function, but must become a basic part of any well managed service delivery system.

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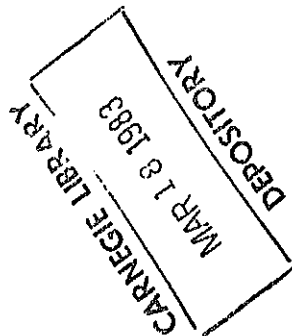




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